DOCUMENT RESUME

ED 078 559 EA 005 228

AUTHOR	Radcliffe, Vickey W.
TITLE	Planning...Accountability...I.
INSTITUTION	Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
PUB DATE	[70]
NOTE	52p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrative Personnel; Administrative Principles; Administrator Education; *Educational Accountability; *Educational Planning; *Management Education; Manuals; *Policy Formation; *Training Objectives
IDENTIFIERS	*Management by Objectives

ABSTRACT

This manual comprises a syllabus containing the directives and materials used by program administrators of the Nebraska State Department Instructional Division in 12-hour training sessions designed to increase management planning skills. The compilation includes those materials supplied to the participants for the sessions, as well as the instruments used to collect information from the participants. Broad topic areas covered in the handbook are management by objectives (MBO), goal setting, policy formation, delegation of authority, preplanning of work and predetermined objectives, and responsibility for results (accountability). An annotated bibliography is included. (JF)

planning . . .

ACCOUNTABILITY . . . I

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Division of Instructional Services
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State Capitol, Lincoln, Nebraska 68509

Prepared pursuant to Office of Education
NIH Transaction No. Title IV, ESE Amendments
of 1967, Planning and Evaluation: 02-0-53190

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FOREWORD

This publication is the result of an effort by the Nebraska State Department of Education to raise the level of management skills of Department personnel. The State Education Agency designated a section for planning and evaluation within the Division of Instruction. Planning and evaluation functions were specifically requested of the section by both Federal and State education programs.

The Planning and Evaluation Proposal states the goal of this project as follows: "To prepare training materials and training opportunities for educational middle-management personnel in the process of planning."

Twelve hours were specifically provided and used for the training sessions in planning skills for program administrators of the Instructional Division. This publication includes the materials supplied to the participants in a notebook for the sessions. It also includes the instruments that were used to collect information from the participants. The process and evaluation of these training sessions appear in a companion piece to this publication. It is anticipated that divisions in other Departments of Education, as well as local education agencies, might be able to profit from the process and materials used in Nebraska for training middle-management personnel.

The establishment of planning skills as an operational function among program administrators in the Division has been a sincere effort to raise the level of accountability toward that which is required in the investment of Federal, State, and local dollars. We believe that these sessions have contributed to that effort.

Cecil E. Stanley
Commissioner of Education

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Suggested Schedule for
Training Sessions in Planning Skills

Monday

1:00	1:15	Greetings
1:15	1:30	Objectives of the Sessions
1:30	2:00	"Management By Objectives"
2:00	2:30	Organization Charts
2:30	2:50	Policies and Rules
2:50	3:50	Problems and Goals
3:50	4:00	Evaluate Project Release #1

Tuesday

9:00	9:30	Policy Formulation
9:30	10:15	Policies for Goals
10:15	10:30	Evaluate Project Release #2
10:30	11:00	Planning a Family Vacation
Lunch		
12:00	1:00	Preplanning and Objectives
1:00	1:15	Evaluate Project Release #5
1:15	2:15	Departmental Procedures
2:15	2:30	Ordering from ERIC
2:30	2:45	"Motivation in Perspective"
2:45	3:45	Accountability
3:45	4:00	Evaluate Project Release #6

Wednesday

9:00	9:30	Influence in Organizations
9:30	10:00	Getting Things Done
10:00	10:30	Evaluate Project Releases #3 & #4
10:30	11:00	Delegation of Authority
11:00	11:30	Program Questionnaire
11:30	12:00	Final Evaluation & Discussion of Program Questionnaire

NOTEBOOK MATERIALS

OBJECTIVES:

1. After viewing the film, "Management By Objectives," the participants should have an overview of the skills necessary for managers to enable them to:
   a. list the hierarchy of objectives in a job and its "flow" of communication;
   b. list some needs that people have when they are hired;
   c. indicate the relationship between self-development and the development of the manager; and
   d. transfer business management ideas to examples of management within the State Department of Education.

2. After working through Project Release #1 (page 39) about policies and rules, the participants should be able to differentiate between a policy and a rule. Given a problem which represents a need of the people, the participants should be able to develop a statement that would be suitable to a local board of education as a policy. They should also be able to develop rules that administrators might make when confronted with a certain policy.

3. The participants should be able to retrace the process of forming goals for education from problems that represent needs of the people.

4. After working through Project Release #2 (page 41) on policy formulation, the participants should be able to take a problem in education, state a goal aimed at eliminating the problem, and suggest the content of a policy statement which pertains to the goal.

5. The participants should be able to retrace the adoption process of a policy in such a way that they could initiate adoption of a policy by the Nebraska State Board of Education.

6. After working through Project Release #3 (page 43) on delegation of authority, the participants should be able to:
   a. identify the person to whom a given individual in his section is responsible;
   b. identify those over whom a given individual in his section has authority;
   c. write a job description; and
   d. recognize conditions which exist when a communication is accepted as authoritative.

7. The participants will be able to differentiate between prescribed and discretionary activities. They will also be able to identify the relationship between those two kinds of activities.

8. The participants will be able to recognize five powers that influence change and will be able to apply them in influencing their own people and activities.

9. Faced with a problem or an activity, the participants will be able to plan the sequence of events to help them solve the problem or complete the activity, by following a procedure.

10. The participants will be able to write an objective.

11. The participants will be able to identify the major characteristics of jobs which high achievers seek.

12. The participants should be able to recognize ways they can set standards for their performance so that they are ultimately responsible for the results of their work.

PITFALLS IN ORGANIZING

Too Little Freedom for Supervisors to Use Their Abilities
Duties and Responsibilities not Properly Delegated
Responsibility Lacking for Quality of Performance
Not Enough Authority Delegated to Subordinates
Failure to Keep Pace With Changing Conditions
Too Little Effort Toward Appraising Results
Inadequate Determination of Major Functions
Structure not Adequately Tied in with Goals
Measure of Accountability not Established
Poor Distribution of Management Workload
Unbalanced Organizational Emphasis
Incompetent Supervisory Personnel
Unwise Selection of Key Personnel
Poor Methods for Decision-Making
Lines of Authority not Effective
Functions not Clearly Designated
Reporting to More than One Boss
Disregard for Effective Control
Poor Recognition of Functions
Weak Leadership and Guidance
Too Many Reporting to One
Poor Design of Structure
Duplication of Authority
Structure not Updated
Inadequate Framework
Top-Heavy With Brass
Old Methods Insecure
Too Many Assistants
Lack of Teamwork
Weak Foundation
Too Many Levels
Poor Standards
Featherbedding
Weak Planning
Overlapping
Bottlenecks
Shady Aids
Weak Ideas
Dim Views
Bad Rules
Inaction
No Base

"MANAGEMENT BY OBJECTIVES"

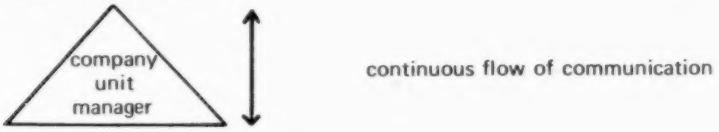
A film which is part of the "Modern Management Series"

John Humble

The theme of the film emphasizes the idea that success depends on the ability to integrate company objectives with management development.

1. Objectives and training must be tightly integrated for success.

2. Hierarchy of objectives:



3. Common elements of planning:

These must be integrated.

4. Evaluating data from the outside world is as important as internal scrutiny of the organization.

5. Before setting objectives, one must ask– "What business are we **really** in?
   (What "business" is the State Department of Education really in?)

6. After objectives are set, the individual manager must be helped to improve his results.

7. Note some of the mistakes made in management development that the movie points out.

8. Management development is essentially self-development. The company must create a demanding, responsible work situation.

9. Needs common to all managers:
   a. agreed upon objectives
   b. opportunities to perform
   c. control and review
   d. training and guidance
   e. rewards according to contribution

10. Needs a, b, and c are discussed with Ron Forbes at his work in Guest, Keen, and Nettlefolds. Alone he identifies his (a) key tasks, (b) performance standards, and (c) improvements with the aid of an adviser to answer his questions. A week later he met with his boss and discussed the situation. They worked together and came up with a plan of priorities for improvement.

11. Need "d" is discussed with the head of KLM, Royal Dutch Airlines at Amsterdam International Airport. They don't have **one** single plan for all their managers. They have to have training programs tailor-made for the individuals.

12.

Management development is self-development.

OUTLINE OF MATERIALS

I. **Introduction**

A. **Planning** – one of management's tasks that is accomplished by formulating a system of procedure and *policies* that reflects the basic objectives and *goals* of management.

B. **Plan for Action**

1. define *goals*
2. define *rules* or limits
3. develop *policy* to meet goals
4. *install* policy
5. *follow-up* and *improve* policy

C. Chain of events

1. A problem exists.
2. People recognize the problem.
3. They determine to do something about it.
4. They state *goals* – determine what is to be done.
5. They develop the *policy* to meet the goals.

D. Given a list of problems that the people of Nebraska might face in regard to education, rate them in order of importance to you.

1. Enrollment (increasing or decreasing)
2. Out-migration of Youth
3. Size and Quality of Teaching Staff
4. Tax Structure
5. Physical Facilities
6. Consolidation
7. Initiative and Effectiveness of Local School Administration and Board Members
8. Methods of Handling Behavior Problems
9. Programs (list kinds)
10. Other _____

II. Goals

A. Having read the goals for education established by the people of Nebraska, compare your priority list of problems with theirs.

1. Divide into groups according to the way they ranked problems in education.
2. Each group discusses the problems which appear most crucial to them.
3. The groups write down a list of potential problems from which to work.
4. Goals are generated from problems.

B. The nature of goals

1. Flexible.
2. Realistic.
3. Based on actual conditions.
4. Have objectives related to total organizational direction and purpose.

C. Goal programming requires written answers to:

1. What should be accomplished?
2. Who will be responsible?
3. How will it be accomplished?
4. How will accomplishment be measured?
5. How often will progress be measured?
6. When will the goal be accomplished?

III. Policy Formulation

A. What is a policy?

1. A policy resembles a standard. It represents the best thinking that can be devised at the particular time.
   a. They should be complied with until good reasons suggest change.
   b. They should **never** be so inflexible that they resist change.
   c. To be sound, policies must be directed toward a definite objective.

The Management Audit

2. Policies are guides for discretionary action of those to whom the group making policies delegates authority.
   a. A policy is a basic method through which a group may exercise its leadership.
   b. It may usually be amended by a majority vote of the members of the group which adopted the policy.
   c. Likewise, it may be suspended.
   d. It expresses the intent of a group concerning the job it expects of those to whom it gives authority.

e. Policy statements guide in making decisions.
f. They indicate certain practices to be followed.

Croft, Policies/Regulations/Bylaws

3. A policy is a guide to a discretionary action which must be narrow enough to give clear guidance, yet leave room for discretion.
   a. Policies specify *intent.*
   b. They do *not* specify method.
   c. Policies come from problems.
      (1) An association of school secretaries wants higher salaries.
      (2) Citizens caution board to screen all textbooks.
      (3) Students want the Senior Prom in a downtown ballroom.
   d. Policymaking is the board's job. But people affected by policies should *help* make them.

4. A policy is a general and comprehensive statement of a decision, principle, or course of action, coherent with established goals, formulated to serve as a guideline in the settlement of related problems of a specific or individual nature.

School Policies — Louis A. Sullivan

B. Rules and regulations — administrative details
   1. A rule is the specification of a required action.
      a. It tells specifically what is to be done.
      b. It tells who is to do it.
      c. It tells when it should be done.

Croft, Policies/Regulations/Bylaws

2. Once the board has established a policy, an administrator must make a rule or regulation to see that the policy is upheld.

Croft

3. Rules and regulations are detailed directions to put policy into practice.
   a. They are preceded by policy.
   b. They note how, by whom, and when.
   c. The authority to make rules and regulations comes from the policies.

Reference Manual on Written School Board Policies

4. A rule is an application of an individual problem or case to a policy with the specific purpose to execute the stated policy.

C. Criteria which differentiate rules and policies

1. Policies
   a. related to a *general* area
   b. equivalent to legislation
   c. concerned with topics of vital interest to citizens
   d. applicable over a long period of time
   e. a broad statement that allows for freedom of interpretation and execution
   f. "*What* to do?"

2. Rules
   a. related to a *specific* area
   b. a formula to carry out policies
   c. mainly the concern of professional people
   d. a precise statement which calls for exact interpretation and execution
   e. "*How* to do?"

School Policies – Louis A. Sullivan

D. Examples differentiating rules and policies

1. Problems – board members have heard remarks about teachers not being on hand before or after school to help individuals who have homework trouble.

2. Possible policies by board:
   a. Teachers shall be available to assist individual children outside of the regular day.
   b. All instructional personnel, except those supervising student group activities, shall be available to assist individual children both before and after scheduled class hours.
   c. All instructional personnel shall be regularly available to assist individual children for a substantial amount of time both before and after scheduled class hours.

3. Possible rules by administrators:
   a. All classroom teachers should be in their rooms 15 minutes after classes end each afternoon to help students who need special attention.
   b. All classroom teachers should be in their rooms 15 minutes before classes begin each morning and 15 minutes after classes end each afternoon to help students who need special attention. All special teachers who work directly with children should follow the same plan in the buildings in which they are scheduled for the day. Teachers who coach or who sponsor other student activities are not expected to be available to help individual students while those sponsored activities are in session.

E. Given the following problem, what policies might the board adopt and what rules might the administration set?

1. Problem: Parents complain because students have all of their finals on one day.

2. Policies
   a. An exam schedule must be established so that students won't have all their finals on one day.
   b. An exam schedule must be established so that students have no more than three exams on one day.

3. Rules
   a. Periods 1, 3, and 5 will have exams on Monday; periods 2 and 4 on Tuesday; and periods 6 and 7 on Wednesday.
   b. All English, social studies, and P.E. finals will be on Monday; all science and math on Tuesday; and all electives on Wednesday.

F. Justification of policies

1. They bring clarity to operations.
2. They bring understanding.
3. They bring goodwill.
4. They provide direction.
5. They provide for control and efficiency.

Reference Manual on Written School Board Policies

G. The adoption process in an industrial culture

1. *Awareness* – individual is exposed to a new idea or innovation.
2. *Interest* – person seeks more information about the new idea.
3. *Evaluation* – individual, mentally, tests application of the idea, keying it to his present and anticipated future situations, then decides whether or not to accept or reject.
4. *Trial* – idea is used on a small scale in order to determine its utility in his own situation. Rejection can occur at any phase.
5. *Adoption* – individual commits himself to full use (of idea or process).

Note: Each idea goes through the foregoing steps. It is only after the goals and limits have been set that a policy should be developed.

"Techniques of Planning" – Francis Colgan

H. Recommendations for policies

1. Written school board policies should be keyed to the needs of the local (state) school district and be the product of local (state) effort. Policies do not come ready-made and pattern-perfect to fit all variables.

2. Written policies should be developed and periodically revised by cooperative action reflecting the efforts and points of view of the board of education, the school administration, the school staff and the public.
3. Written policies should be conveniently and efficiently arranged in a handbook or manual in such a way as to make them easy to locate and use.
4. The written policies of the board of education should be comprehensive, covering the major areas with which school boards are concerned.
5. School board organization, school operation, and the organization of the school program should be explained clearly in policies which are placed foremost.
6. School boards should adopt a system which distinguishes between policies, rules and regulations.
7. Format of the policy manual should be carefully planned.
8. Abridged policy manuals should be utilized to supplement the comprehensive policy manual in meeting the informational needs of such special groups as parents, teachers, and pupils.
9. Copies of policy manuals should be strategically distributed.

Reference Manual on Written School Board Policies

IV. Delegation of Authority

A. What is authority?

1. Barnard – Authority is the character of a communication in a formal organization by virtue of which it is accepted by a member of the organization as governing the action he contributes.
2. Blau – *Bureaucracy in Modern Society* – Whenever there is *willing* acceptance of orders in an organization, there is authority.
3. Weber – *Authority* comes from the subordinate's respect for the dominator's position. *Power* is the ability to impose the will of an individual upon others regardless of their motivations and goals.
4. Authority is the sum total of rights and powers to decide and act in carrying out specific job *responsibilities.*

The Work Coordinator

B. What is delegation?

1. It is entrusting (authority, power, etc.) to a person acting as one's agent or representative.

C. Why delegate authority?

1. When a department becomes so large that one man cannot exercise reasonable control, or when distances become so great that workers and manager have little contact, assistant managers or group leaders should be appointed.

2. Such individuals must be given *authority* and status in a parallel degree to their new responsibilities.

3. No supervisor should be responsible for more workers than he can handle under normal conditions.
   a. This gives easy assess to the supervisor when the needs for direct communications arise.
   b. Likewise, each person should have one, and only one boss.

4. Each worker knows exactly to whom he is responsible, and where his action orginates.
   a. Originators of action in organizations are **not** necessarily in positions of domination over those whose action they originate.

5. Delegation of authority is essential for true communication.

Human Factors in Small Business

D. A person can and will accept a communication as *authoritative* only when 4 conditions are simultaneously met.
   1. Understanding the communication.
   2. **At the time** of the decision, he believes that it is not inconsistent with the purpose of the organization.
   3. At the time of the decision, he believes it to be compatible with his personal interest as a whole.
   4. He is physically and mentally able to comply.

Reader in Bureaucracy

E. Delegation of authority through a work coordinator
   1. The work coordinator is a managerial communication tool, specifically designed to coordinate thinking between manager and subordinate about critical requirements of the subordinate's job.

   2. The objective is mutual clarification on:
      a. *functions* – major activities that must be performed to advance the basic purposes of the job.
      b. *responsibilities* – component elements of a function – what one must know and do to carry out the function.
      c. *authority* – sum total of rights and powers to decide and act in carrying out specific job responsibilities.

   3. Preparation for clarification
      a. Edit and rank functions done separately.

4. They meet for clarification
   a. Discuss and reach agreement on functions, responsibilities, and authority.

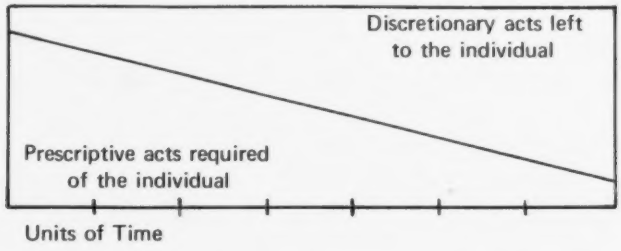
5. After decisions are reached, the two should analyze and assign the degree of authority the subordinate has for carrying out each responsibility.
   a. *complete authority* – subordinate can make decisions and take action without consulting manager beforehand or reporting to him afterwards on what action was taken and why.
   b. *act and report* – subordinate may decide and act, but is required to report back as to what action was taken and why.
   c. *act after approval* – subordinate can take action only after he has consulted with him first and has obtained his approval prior to the projected action.

The Work Coordinator

F. Influence in organizations
   1. Organizations influence their personnel and the personnel within an organization influence organizational direction.

   2. This influence can be explained by the diagram prepared by Jacques and Brown of England.
      a. It shows the relationship between discretionary action, prescriptive action, and time.
      b. Diagram:

JOB DESCRIPTION



Dr. Francis Colgan

G. Getting things done
   1. One person attributes power to another.

   2. When one person influences another, one or more of these power influences is decided by the attribute at work.

a. *Reward power* – doing something to gain money, expertise, and intrinsic satisfaction.
b. *Coercive power* – doing something to avoid unpleasant consequences.
c. *Legitimate power* – doing something because one feels obligated, or because he feels it's "right."
d. *Referent power* – doing something because someone you respect attaches much value to it.
e. *Expert power* – doing something because of new information, new ideas, or counseling from consultants.

Dr. Francis Colgan

V. Preplanning of Work and Predetermined Objectives

A. Key elements of planning process
   1. Objective setting – conditions one wishes existed.
   2. Problem solving – alternative setting and recognizing obstacles to achievement of objectives.
   3. Decision-making – choosing from alternatives.
   4. Programming – working through of the plan alternatives or strategy; systematic development and specification of action steps, check points, measurements, standards, and review procedures.

Note: These are not discreet steps. In fact, they flow into one another.

B. Management information systems (MIS)
   1. Analysis aimed at making the institution more *efficient* in terms of its objectives.
      a. efficient – to optimize the functions of the institution.

   2. This analysis is composed primarily of planning, programming, and budgeting.
      a. *planning* – establishing the objectives of the institution.
      b. *programming* – developing programs to meet the objectives.
      c. *budgeting* – allocating resources to implement programs.

   3. Slides – "Planning a Family Vacation."

C. Process and dimensions of planning
   1. Becoming aware of the need for a plan.
      a. Ideas may come from:
         (1) Inside the organization
         (2) Outside the organization
         (3) Within oneself

b. Ideas may be in the forms of:
   (1) *Formal controls*
   (2) Systematic audit
   (3) Reports
   (4) Directives
   (5) Suggestions
   (6) Recommendations
   (7) Requests
   (8) Concepts

c. Some sources and forms are more influential than others.

2. Formulating precise objectives

a. Definitions
   (1) An objective is an *aim* or end of action.
   (2) Objective setting is the first part of the planning process which is defined as statements of conditions or states of being that one wishes to have exist in the future.
   (3) An educational objective is a statement of purpose that is derived by educators from the general purpose *(goals)* stated by the group that controls the educational enterprise.
      (a) It contains a description of student behavior which is sought.
      (b) It contains a description of the content through which the behavior is to be developed.
      (c) It is designed to guide instructional decisions of the classroom teachers.

b. General style for writing objectives
   (1) "To"
   (2) + action verb
   (3) + results
   (4) + date
   (5) + dollar cost not to exceed

c. Tests of validity for objectives
   (1) Does it facilitate decision-making by helping management select the most desirable courses of action?
   (2) Is it explicit enough to suggest certain types of action?
   (3) Is it suggestive of tools to measure and control effectiveness?
   (4) Is it ambitious enough to be challenging?
   (5) Does it suggest cognizances of external and internal constraints?
   (6) Can it be related to both the broader and the more specific objectives at higher and lower levels in the organization?

d. Criteria for evaluating objectives
   (1) Understandable to others
   (2) Achievable by you
   (3) Measurable
   (4) Feasible in light of guideline objectives

e. Objectives and problems
   (1) *Objectives (where one wants to be) precede problems (obstacles* which hinder that state.)
   (2) Both occur at all levels of concern.
   (3) After objectives are decided, problems must be handled.
   (4) When two objectives are found to be contradictory, they should be evaluated in terms of total organizational direction and purpose.

f. Procedure framework
   (1) What needs to be accomplished?
   (2) For what purpose?
   (3) How will it be done?
   (4) How will we measure accomplishment?
   (5) Who will do what?

3. Prepare a broad outline (pre-plan)
   a. Need
   b. Nature of project
   c. Expected results
   d. Cost requirements
   e. Organizational requirements
   f. Tentative time schedule

4. Get proposal approval

5. Organize planning staff and responsibilities
   a. It may be an individual, a committee, or a unit who are consultants, specialists, administrators, or employees.
   b. They may find facts, interpret facts, provide alternatives and/or recommend actions.

6. Determine specific outline of plan

7. Contact cooperating units
   a. Who contacts?
   b. Who is contacted?
   c. What form is the contact?
   d. What is the information?
   e. When is the contact?

8. Obtain necessary data – consider:
   a. Nature of the information
   b. Collection method
   c. Information sources
   d. Persons to acquire information
   e. Form in which data will be received

9. Evaluate data – consider:
    a. Data source
    b. Form used to collect data
    c. Usefulness of information

10. Formulating *tentative* conclusions and plans
    a. Objectives of plan
    b. Alternatives
    c. Decision rules and final solution

11. Test components and make judgements

12. Prepare final plan
    a. Nature of the plan
    b. Anticipated results
    c. Resource requirements
    d. Time schedule
    e. Persons involved in all phases of preparation
    f. Supporting evidence

13. Testing the plan
    a. What components are to be tested?
    b. What is the nature of the test?
    c. Who is responsible for administering the test?
    d. How are test results reported?
    e. What are the test results?

14. Gaining plan approval
    a. Who makes the presentation?
    b. Who receives it?
    c. What is the form of the presentation?
    d. What is the purpose of the presentation?
    e. What are the results of the presentation?

D. Benefits of planning
    1. Limits possibility of overlooking jobs that belong in a project.
    2. Shows interrelationships of all jobs in the project.
    3. Gives a clearer picture of relationships controlling the order of performance of various activities.
    4. Helps in communication of ideas. The pictorial approach helps to clarify verbal instructions.
    5. Contributes to disciplined thinking. Tends to prevent errors of omission or careless planning.

VI. Responsibility for Results

A. Job features sought by high achievers
(Film Clip – "Motivation in Perspective")

1. Optimum Risk – A chance of failure is present.

2. Feedback

3. "Ownership" of results
   a. He has control of the outcome.
   b. He is accountable for the outcome.

B. What is accountability?

1. Accountability means that a man gets full credit or discredit if a particular result is or is not achieved.
   a. He is accountable for **all** parts of his job.
   b. He is accountable for all results, which should be possible for him to achieve.
   c. He is being relied upon, and reliance helps men develop.

2. For development to take place, two types of feedback are necessary.
   a. Automatic feedback – the work plan should be so drawn up that it has self-generating controls. The employee should have some automatic, built-in signals that tell him how he is progressing.
   b. Feedback through appraisal – the manager continuously coaches, guides, and counsels the individual subordinate to help him reach his goal and "stretch" his learning.

C. Accountability in education

1. James E. Allen (former U.S. Commissioner of Education) said: "The people have a right to be assured that the increasingly large investments in public education that will be called for will produce results. They can no longer be expected to be satisfied with definitions of school quality that focus primarily on such factors as per pupil expenditures, pupil-teacher ratios and teacher salary levels."

2. The commitment of schools shouldn't be stated in terms of resources, but that "every child shall learn."

3. Accountability links student performance, implies precise educational goals, and forecasts measurement of achievement.

4. If schools are to be accountable for results, a new approach and tradition in education will emerge.

a. Emphasis will switch from teaching to learning.
b. A new technology of instruction and the notion of better standard practice will develop.
c. There must be a recognition of an expanded notion of assessment of results.

5. An example of an agency held accountable in education was in Texarkana.
   a. September 9, 1969, Texarkana selected Dorsett Educational Systems from a group of 10 companies to operate Rapid Learning Centers (RLC's) on a guaranteed performance basis.
   b. Performance contracts are not new to education. But the concept of holding an educational agency accountable for results is.

D. State responsibility for educational accountability
   1. The best place to begin defining the department's role is within the department itself.

   2. The agency which could be responsible for checking results would be the Independent Accomplishment Audit (IAA).
      a. Independent – a third party.
      b. Accomplishments – results achieved.
      c. Audit – standard review.

   3. How the IAA would work:
      a. *Pre-audit* – led to because of dissatisfaction; IAA works with staff, and possibly students and community representatives to survey the present situation and develop goals and objectives for program being reviewed.
      b. *Translation* – auditor and local people decide on evidence of meeting goals and kind of pupil performance that will provide this evidence.
      c. *Instrumentation* – IAA sets up kinds of tests that will accurately measure the performance standards agreed on in translation steps.
      d. *Review calendar* – timetable indicating kinds of reviews necessary during IAA – who reviews, what is reviewed, when, and all details in advance of audit.
      e. *Audit process* – IAA - according to a, b, and c are carried out.
      f. *Public report* – public document at open meeting, detailing results and making recommendations for more efficient operation of program.

   4. The relationship between the State Department of Education and the IAA should be one of the following:
      a. The department should act as the IAA, or
      b. The department should select, pay, and supervise the IAA.

ANNOTATED BIBLIOGRAPHY

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This article is concerned with the extent to which objectives can and do perform functions for which they are presumably intended. The article discusses a working definition of an educational objective as well as how it can guide the teacher in selecting activities appropriate to the achievement of the objective, and how it can guide in selecting evaluation techniques suitable for assessing both student progress and the general quality of the program.

Bair, Medill, "Developing Accountability in Urban Schools: *A Call for State Leadership*," remarks at the Conference on State Leadership Toward Educational Accountability at Atlanta, Georgia on June 30, 1970.

The author sees the role of the State Department of Education as either functioning as the Independent Accomplishment Audit (IAA) or as a selection agency which is also responsible for paying the IAA. After thoroughly discussing and defining the IAA, the author explains why he sees State Department of Education more as an agency to select and pay the IAA. He assumes that the IAA is necessary to accountability.

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This article discusses the circular aspects of three major functions of management: (1) planning, (2) execution, and (3) control. The results of control lead to new plans which require execution and further control.

Brooks, Richard D., "Comprehensive Planning in State Educational Agencies," Wisconsin State Department of Public Instruction, Madison, Wisconsin, December, 1968.

This paper shows how planning might be implemented and structured at the state education agency level. Basic principles and guidelines of planning are identified, and a functional description of the planning process is given. A final section deals with the capabilities necessary for effective planning.

Burns, Michael P., Robert J. Coughlan, Wesley E. Soderquist, "The Review Coordinator," developed by the Industrial Relations Center, University of Chicago, Illinois, 1961.

The article begins by defining the work coordinator and his activities to help the manager and subordinate review the latter's work. By following this procedure, any problems that the subordinate has should be identified as well as their causes and possible solutions. The work coordinator focuses on the development of the subordinate as opposed to merely an evaluation.

Colgan, Francis E., "The Techniques of Planning," unpublished, written 1966.

This paper deals with the question, "How do things get done?" This analysis of the planning process is divided into workable units on planning, scheduling, and control, the adoption process, accountability, and how to get action. In the unit on planning for action, a five-step method is discussed as a way to approach problems. An analysis of the adoption process suggests that there are five "plateaus" in this process – awareness, interest, evaluation, trial, and adoption. The section on accountability emphasizes the idea of holding a man responsible for the results of his job and the necessity of this practice in organizations.

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This is a research, evaluation, and instructional development training program, with a workbook to accompany the manual. Sections included cover areas such as behavioral objectives, instructional systems, measurement, experimental design, data analysis, administration, and proposal writing.

Denova, Charles C., "Why Be Afraid of Training Research?", *Educational Technology*, June, 1970.

The article is concerned with improving the efficiency of training through training research. Thus human behavior can be changed in a direction aimed at the improved efficiency of the company. It also discusses such major aspects of an effective evaluation program as assessment of employee behavior change, analysis of whether or not the training program furthers the achievement of the organization's goals, and evaluation of the training personnel, methods, and techniques.

Eisner, Elliot W., "Educational Objectives – Help or Hindrance?", *School Review*, 1967.

This article refutes the idea that educational objectives need to precede the selection and organization of content. It also discusses Dewey's definition of criticism and standards to substantiate the idea that the arts employ criticism and not standards. Therefore, the author is doubtful that educational objectives can measure the arts when the objectives are seen as standards.

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This is a detailed account of how a community selected a private company (Dorsett Educational Systems) to operate rapid learning centers (RLC's) on a guaranteed performance basis, with the major goal being to prevent dropouts. The article discusses the project's effect on the school, community and nation, its success, and implication in future educational activities.

Emery, James C., *Organizational Planning and Control Systems – Theory and Technology*, MacMillan Company, 1969.

This is a fairly technical book in which the author attempted "to achieve a synthesis of the fields related to planning." It includes discussions on systems, information systems, economics of information, and planning and control.

Esbensen, Thorwald, *Using Performance Objectives,* State of Florida, Department of Education, Tallahassee, Florida, April, 1970.

This booklet has an excellent discussion of performance objectives. It differentiates between direct and indirect objectives before relating a dialogue between a critic of performance objectives and a proponent who answers the former's arguments. There is also a good discussion of how performance objectives can be established for the affective domain and their relationship to objectives for the cognitive domain.

Faucett, Philip M., *Management Audit for Small Manufacturers,* Small Business Administration, Washington, D.C., 1963.

This booklet applies the financial audit approach to the management functions in a self-appraisal. A series of questions are asked to indicate whether the manager is planning, organizing, directing, coordinating, and controlling the activities of his business adequately.

Fogel, Richard L., "Conditions for the Use of PPB," *Journal of Research and Development in Education – Evaluation for Administrative Action,* Athens, Georgia, Summer, 1970.

This article discusses some of the conditions that should be present within an organization before the administrator can expect a management system to provide adequate information upon which to base further decisions. A discussion follows concerning specific questions an administrator should ask to determine whether his organization is able to implement a system embodying some of the PPB concepts.

Granger, Charles, "The Hierarchy of Objectives," *Harvard Business Review,* May/June 1954, vol. 42 #3.

The article lists six questions that can be asked of an objective to test its validity. It also discusses the derivation of specific objectives from broader objectives, choosing alternatives, management development and organizational efficiency.

Huff, Robert A., *Introduction to Management Information Systems,* Western Interstate Commission for Higher Education, Boulder, Colorado, November, 1969.

This booklet is coordinated with a slide presentation which explains how a management information system includes planning, programming, and budgeting which seek to optimize institutional functions. The slides take us through the solving of a problem, using a management information system.

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This is an anthology which treats supervision as a special kind of instructional leadership. Represented in the volume are articles by leaders in the "emerging" profession of supervision. They treat the various aspects, motivations, techniques, and goals of supervision as they specifically relate to education.

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Lessinger, Leon, "Accountability in Education," *NCSPS News*, February, 1970.

This leading spokesman on accountability discusses performance contracts to achieve accountability as well as the whole concept of holding an educational agency accountable for results. The vehicle responsible for checking on the results would be an Independent Accomplishment Audit (IAA), which is discussed, as well as possible financing methods of the process.

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This booklet presents in concise and simplified form the key features of personnel management. It offers practical guidance for small business managers on recruiting employees, training recruits, setting up a workable environment, and dealing with them as a group.

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This is a very informative book which offers many suggestions for the creative leader. It covers such areas as increasing altertness, skills for managing time, effective communication, investments in growth, and objectives for personal development.

Pickle, Hal B., *Personality and Success – An Evaluation of Personal Characteristics of Successful Small Business Managers*, Small Business Administration, Washington, D.C., 1964.

This is a combination of studies by the author of the business manager's personality and its important contribution to the functioning of our economy. One of his goals was to determine, with some degree of accuracy, those personality traits of a successful business manager which have contributed measurably to the success of an enterprise.

Provus, Malcolm, "Toward a State System of Evaluation," *Journal of Research and Development in Education – Evaluation for Administrative Action*, Athens, Georgia, Summer, 1970.

This article discusses the way an evaluation system could be set up on a state level to gain valuable information for the State Department of Education about education programs. The state's interaction would also help local agencies to meet their needs.

Rausch, Erwin, *Simulation Series for Business and Industry*, Science Research Associates, Inc., Chicago, Illinois, 1968.

This is a series of booklets which develops a game for specific areas of business, such as purchasing, decision-making, collective bargaining, and supervisory skills. It is a learning device in which several participants compete as a group against other groups as well as against each other. Often participants have to assume roles and choose answers on the basis of the roles assumed. The games are primarily intended to stimulate thinking, discussion, and further research. Pertinent readings are suggested in the bibliography at the end of each booklet.

Wingate, John W., *Management Audit for Small Retailers*, Small Business Administration, Washington, D.C., 1964.

This booklet contains a series of questions to help one discover if he is managing his business well, and to help him spotlight areas where he can do better. After the questions are comments provided either to clarify the question or to stress its particular significance.

"The Work Coordinator," developed by Industrial Relations Center, the University of Chicago, Chicago, Illinois, 1961.

This article presents a definition of the work coordinator and his activities in coordinating the manager's and subordinate's conceptions of what the subordinate's job should be and how he can best fulfill it. Part of realizing his job is to understand his responsibilities and their relative degree of importance, as well as what degree of authority he has to carry out each responsibility. The work coordinator takes the manager and subordinate through a very orderly procedure to help both clarify the job of the subordinate.

"On Being a Manager," The Royal Bank of Canada Monthly Letter, Montreal, Canada, February, 1970.

This article lists some of the skills necessary to be a good manager. It discusses such aspects as action, awareness, responsibility, solving problems, choosing assistants, dealing with people, and meeting the challenge of change.

"Interstate Project for Planning and Program Consolidation," Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, Denver, Colorado, 1970.

This is a report of a workshop conducted at North Lake Tahoe, Nevada. One of the reports deals with MBO. It summarizes fundamental management theory as applied to State Education Agencies. It gives a pattern for writing objectives and a classification system.

"A Program of Organization Development," developed by Industrial Relations Center, the University of Chicago, Chicago, Illinois, 1966.

The first section in this article justifies building organization teamwork. The next section explains the program steps in developing organization teamwork. The article is brought to a close with background and administrative aspects of the D.O.T.

Executive Development in Small Business, prepared by technical specialists in private industry, Small Business Administration, Washington, D.C., April, 1955.

This booklet explains what it is that makes executives into leaders. It does this first by describing a good program. It then describes both personal and administrative traits of a good executive. The next area focuses on a method for taking inventory of men and jobs presently on hand, future needs, and present strengths and weaknesses of men. The final area describes the process of actively developing subordinates for higher positions.

MANAGEMENT BY OBJECTIVES PACKET

a. "Management By Objectives – A System of Management"

This is a description of MBO as a system with its background, skills, including critical skills and how to install the system. It includes clarification of objectives, responsibilities and criteria, a procedural framework, development and programming of goals, and the development of feedback and review systems.

b. "Behavioral Science"

The first part relates management and behavioral science. It includes a discussion of individual motivation, the factors complicating the motivation of others, and individual motivation and productivity in organization settings. The second part discusses the process of influence and is related to the last section on interpersonal influence.

c. "Trends and Techniques of the 60's – Managing by Objectives" – Special Report

This article is based on ideas by Marion S. Kellogg of General Electric who says that MBO is a two step process. The first step involves setting up a work plan by the man and his boss which includes the goal-setting process. The second step is accomplished when both sit down for a performance review and summary. This also includes a discussion of how "feedback" improves results.

d. "Objective Setting, Problem Solving and Decision-Making"

The title refers to the key parts of the planning process which are defined and thoroughly discussed separately first and then as overlapping part of the process. There is also an excellent discussion of alternative and criteria by which to measure them.

e. "Goal Planning and Programming"

The discussion is first aimed at identifying the four basic requirements that must be satisfied in every goal planning activity. Then the topic turns to questions which must have written answers as a requirement of goals.

f. Katz, Robert L., "Toward a More Effective Enterprise"

The author's position is that the conventional way of thinking about how an enterprise should be organized and administered is obsolete. He claims that management does not motivate the worker, but provides opportunities for the individual to satisfy his own needs. Motivation is internal to the individual. He also discusses the multi-dimensional requirement of leadership and how it shifts to meet the needs of the group. He offers a plan in which the purpose of the organization focuses on tasks with flexible planning and contributions by all members.

Administrative Management Course Program, Small Business Administration, Washington, D.C., 1965.

This is a series of subject presentations in the field of administrative management for use by educators and businessmen who teach these management courses. The series contains 17 topics. Three of them are reported here. Each topic contains a lesson plan, the presentation, visual aids, list of resources, and exemplary cases for discussion.

Topic 6: Personnel Management – Developing Good Employees.

This topic presents key features of personnel management as they apply to small business. It also shows the importance of personnel development to the success of small business. Finally, it indicates practical ways in which selection, training, and motivation of personnel could be improved.

Topic 9: Communication and Control.

This topic begins with an explanation of what communication is and why it is important in small business. It also outlines the principles which a manager must follow to

develop effective communication. Finally, the booklet discusses how communication fits into all management and control functions.

Topic 10: Human Factors in Small Business.

This topic helps develop an understanding of the underlying human relations affecting work situations, emphasizing the position of the business owner as a coordinator. It also suggests some new ideas about the attitudes and skills necessary for the coordinator of employees and work. Finally, it suggests ways in which the manager can reach a meeting of the minds with employees.

APPENDIX

SOME GUIDING PRINCIPLES IN POLICY FORMATION

Dr. Dale K. Hayes

1. The ultimate goal of any board education policy is the improvement of instruction for children.

2. Basic to the development of board policies is a careful consideration of the purposes of the school.

3. Policies should conform to the basic principle that the proper functions of boards of education are those of policymaking and appraisal. The mechanics and dealing with school personnel should be delegated to the superintendent of schools.

4. In developing board policies, the following factors should be considered: the requirement of law and of accreditation, the principles involved in sound educational practice, and the customs and traditions of the local community.

5. Board policies should be the result of cooperation between the administration and the board of education, and opportunities should be considered for bringing faculty members, patrons, and, to some extent, student representatives into the process.

6. In formulating policies, an overabundance of detail should be avoided and flexibility should be striven for, so that rigid statements which rule out justice and common sense will not result.

7. The development of policies should not be a hurried affair, and time and effort should be allotted in proportion to the importance of the task.

8. Policies should be periodically and consistently reviewed in order that changes can be made when policies do not contribute effectively to good school organization and instruction.

IN CONCLUSION

All schools should have written board policies in order to aid (a) program improvement and (b) efficient operation. Writing and coordinating comprehensive groups on sets of policies is a complex task. Yet, the return on the investment can be great.

Many school agencies have done the job effectively. Illustrations can be found at the local, intermediate and state levels. Each school agency should take the necessary time to organize its resources to do the same thing and to base its operation on the only solid foundation of operation – a comprehensive and well-ordered set of board policies and administrative regulations.

DELEGATION OF AUTHORITY

Mr. John Prasch

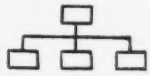
Delegation of authority is an organizational problem. The principles listed here represent observations in educational organizations which deal with delegation of authority.

1. The purpose of organization is to get a group of people to work cohesively together toward common goals.

2. Through the creation of an organizational structure:
   a. *some* structure is absolutely necessary and, in fact, occurs whether it's planned or not.
   b. a "pecking order" occurs naturally.
   c. decisions must be made about the "who does what" patterns.
   d. consideration should be given to the principle of "span of control" – one person over 5-7 other people. Educators violate this principle. The principal has *many* teachers under him.

3. An informal (invisible) structure **always** operates, regardless of what is written on paper. This informal structure may or may not conform to the formal structure.

4. Efficient organizations are those which are capable of uniting the formal and informal structures of the organizations. Perhaps people of "informal" authority could be given formal positions of higher authority.

5. General organization charts are autocratic. (). In autocracy the authority rests with a title. The position is revered and not the man. In education, leadership should rest with the person who has the best solution at the moment that it's needed. Authority moves from person to person based on their contribution. This has a particular relevance for specialists. Specialists should be on "tap" to the organization rather than on "top" of it. For example, the physics teacher would probably know more about the content and organization of a physics class than the superintendent. The more specialists we have, the less relevant the organization chart may be.

6. Authority, then, may be delegated in two ways:
   a. by a fixed organization chart
   b. by ad hoc assignment (specialists used when needed and when they can make contributions).

7. Delegation of authority is a vehicle of staff development.

8. The statement "you can delegate authority, but not responsibility" is only half true. People "below" you can be made responsible to you, but you are still accountable upward for them and yourself.

9. Delegation of authority must be somewhat uniform throughout the system.

10. You do not lose control if you delegate authority, except as it cuts off communication.

Evaluations of delegation of authority:

1. Are there some "bottlenecks"?
2. Is there time for people to function as they should?
3. Are people growing on the job?

INFORMATION COLLECTION INSTRUMENTS

Name _____

Project Release #1

Policies and Rules

Problem – Parents in a school district are concerned because their students have so many final exams on one day.

Policy – What policy statement might their local school board adopt to ease the problem? Remember when you write your policy statement that it is not specific enough to be a rule.

_____

_____

_____

_____

_____

Rules – There are two high schools in the district. Each one chooses to follow the policy in different ways. Write a rule for each school that their administrators might adopt in keeping with the policy.

a. _____

_____

_____

_____

b. _____

_____

_____

_____

List some problems which you think the people of Nebraska might be concerned about in the area of education:

Name _____

Project Release #2

Goals and Policies

This project release will be discussed at the training session beginning at 9:00 on October 27, 1970. Please complete it and return it to Vickey Radcliffe at the 411 Building, South 13th Street, Lincoln.

1. Given a list of problems that the people of Nebraska might face in regard to education, rank them from 1 to 10 as you see their order of importance.

   ____ Enrollment (increasing, decreasing)
   ____ Out-migration of youth
   ____ Size and quality of teaching staff
   ____ Tax structure
   ____ Physical facilities
   ____ Consolidation
   ____ Initiative and effectiveness of (local school administrators, board members)
   ____ Methods of handling behavior problems
   ____ Programs
   ____ Other _____

2. Assume that the goals for education in Nebraska would be aimed at eliminating these problems. Write a goal for the problem that you rated as most important.

   _____

   _____

   _____

   _____

   _____

3. Pertaining to the goal you wrote in item 2, suggest the content of a policy which might be adopted by the Nebraska State Board of Education.

   _____

   _____

   _____

   _____

   _____

Problem 1 – Need
Goal
Policy

Name _____

Project Release #3

Delegation of Authority

This topic will be pursued at the October 27, 1970 training session. Please complete this project release and return it to Vickey Radcliffe, 411 Building, South 13th Street, Lincoln.

1. Assume that a position in your department is vacant and you must interview applicants for the position. Write the title of the position that is vacant.

_____

_____

2. Give the title of the position of the person to whom this applicant, if hired, would directly report. (This would be the position immediately over the applicant.)

_____

_____

3. Give the title(s) of the position(s) held by people who would be responsible to the applicant, if hired.

_____

_____

4. What function does this applicant's job serve in terms of the whole organization?

_____

_____

5. List the major activities involved in this job. (5-10)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Now look over the list and put a *"P"* by all the activities which are prescribed. In other words, they **must** be done. Put a *"D"* by all the activities about which there is some discretion. In other words, there exists some choice. Assume that these activities happen in the first month the applicant is on the job.

6. After the job has been filled for a year, there is a possibility that the 5-10 activities no longer are weighed the same. List those which would still be prescribed after a year, and those which would require discretion.

Prescribed *Discretionary*

7. Put a check mark by those conditions which you think must **always** be met in order for a communication to be accepted as authoritative:

   ____ a. Understanding the communication.

   ____ b. The person delivering the communication has a job which is "over" yours.

   ____ c. At the time of the decision, you believe it to be consistent with the purpose of the department.

   ____ d. At the time of the decision, you believe it to be compatible with your personal interests as a whole.

   ____ e. You are physically and mentally able to comply.

Name _____

Project Release #4

After answering this question, please return this sheet to Vickey Radcliffe, 411 Building, South 13th Street, Lincoln. This topic will be discussed at the training sessions for planning skills, October 26, 27, and 28.

1. Choose a function within your area of responsibility and describe briefly the methods which you use to influence the implementation and/or adoption of that function.

   Please state the function:

   Process description:

Name _____

Project Release #5
Planning and Objectives

The following skills will be discussed at the training sessions for the State Department of Education on October 26, 27, and 28. Please complete and return to Vickey Radcliffe at the 411 Building, South 13th Street, Lincoln.

1. Number these guides to action from 1 to 7 to show a sequence of what must happen first, second, etc.

   ____ Objectives
   ____ Alternative actions
   ____ Problem 1 – Need
   ____ Problem 2 – Obstacle
   ____ Policy
   ____ Rule – decision
   ____ Goals

2. Assume that part of your work requires that you help the people of Nebraska establish their goals for education.

   A. *Objective form:* Write your objective: (you may have to invent some facts!)

      (1) "To" _____
      (2) + action verb _____
      (3) + results _____
      (4) + date _____
      (5) + dollar cost not to exceed _____

   B. *Procedural Framework:*

      (1) What needs to be accomplished?
      (2) For what purpose?
      (3) How might it be done?
      (4) How would we measure accomplishment?
      (5) Who (what position titles) would do what?

   C. Given the following alternatives, which method would you use to derive goals for education? (Put a 1 by your first choice, 2 by your second, etc.)

      ____ written questionnaires
      ____ telephone polls
      ____ group meetings of people in the state
      ____ members of department of education decide goals and inform people

      What advantage results from the method you ranked #1?

3. List some things that need to be accomplished in your job.

4. Write an objective for one of them.
   (a)

Name _____

Project Release #6
Responsibility for Results

This is the final project release to be completed. This topic will be pursued at the meeting on October 28, 1970. Please return this sheet to Vickey Radcliffe, 411 Building, South 13th Street, Lincoln when completed. We look forward to seeing you at 1:00 p.m., October 26th.

1. Give examples of standards of performance which have been developed as an aid in the accomplishment of the function for which you are responsible.

2. How were these standards derived?

Name _____

Evaluation # _____

Topic _____

Put a check mark in the position that best represents the degree to which you believe the following statements to be true.

Rating Scale:
(0) – not true at all
(1) – true to some extent
(2) – true for the most part
(3) – very true

1. The project release pertaining to this topic seemed logically developed.	0	1	2	3
2. This project release was fairly easy for me to complete.	0	1	2	3
3. After completing the project release I felt better prepared for this part of the training session.	0	1	2	3
4. The project release meant more to me *after* the discussion.	0	1	2	3
5. The project release was reinforced by the discussion.	0	1	2	3
6. The content of the project release was not new to me.	0	1	2	3
7. The project release helped me to understand the objectives for this part of the training session.	0	1	2	3
8. The project release helped me attain those objectives.	0	1	2	3
9. The project release was a functional part of the training session.	0	1	2	3

10. Please comment on the back about additions that might have been made and items that might have been eliminated. Help us by giving your reasons.

Name _____

FOLLOW-UP
EVALUATION OF PLANNING SKILLS

Answer the following questions about the topics listed below. You may choose the same topic more than once.

1. Put a (+) in front of the topic which was the most useful to you in your work.
2. Put a (0) in front of the topic which was the least useful to you in your work.
3. Put a (✓) in front of the topic about which you would like more information.
4. Put a (X) in front of the topic which needs less coverage.

___Policy Formulation
___Pre-planning and Objectives
___Departmental Procedures
___Accountability
___Delegation of Authority

Answer the following questions about the topics listed below. You may choose the same topic more than once.

1. Put a (+) in front of the method which was most effectively used to get a topic across.
2. Put a (0) in front of the method which was least effectively used.
3. Put a (✓) in front of the method you would like to see used more often.
4. Put a (X) in front of the method you think could be eliminated.

___Movies
___Slides
___Group Discussions
___Individual Speakers
___Notebooks
___Project Releases

Have you been able to use any of the ideas presented?

___ Yes
___ No

Put a (✓) by the problem which you feel has hindered your use of any of the ideas presented:

____ Time to absorb materials

____ Translating materials for individual tasks

____ Present organizational structure

____ Other (specify) _____

Name _____

FOLLOW-UP QUESTIONNAIRE
PLANNING SKILLS

Multiple-Choice Items: Select the letter of the answer which seems most appropriate to you.

___ 1. Based on information presented in the introductory film, "Management By Objectives," which of the following needs is **NOT** common to all managers?

A. Agreed upon objectives.
B. A guaranteed high salary.
C. Control and review.
D. Training and guidance.

___ 2. Which of the following statements is **NOT** true about policies?

A. They are applicable over a long period of time.
B. They specify **WHAT** to do.
C. They specify **HOW** to do a task.
D. They are broad statements that allow for freedom of interpretation and execution.

___ 3. Goals in education can be derived from:

A. State board policies.
B. Curriculum requirements.
C. Needs which the people see as problems.
D. Department of Education rules and regulations.

___ 4. In education, leadership should come from:

A. The person holding the highest position.
B. The person who can contribute what the organization needs at that time.
C. The person with the most dominant personality.
D. The group which has the "highest" position in the organization chart.

___ 5. A school district participating in federal projects because of the money it receives, it is being influenced by:

A. Coercive power
B. Reward power
C. Referent power
D. Legitimate power

___ 6. A school district which adopts a practice because Lincoln and Omaha do it, is being influenced by:

A. Coercive power
B. Reward power
C. Referent power
D. Legitimate power

___ 7. "To assist in the collection of the clues to the aspirations which the people of Nebraska hold for the children of Nebraska and have these translated into a Statement of Goals for Education by March, 1971, using no more than $12,000." This statement is a:

A. Goal
B. Objective
C. Policy
D. Rule

___ 8. Which of the following is **NOT** one of the job features sought by high achievers?

A. Feedback
B. "Ownership" of results
C. A guaranteed high salary
D. Optimum risk

___ 9. If a management group discovers, during a planning and problem-solving meeting, that two of its objectives are contradictory, its best course of action would be to:

A. Decide which objective should be handled first and set the other aside for later work.
B. Determine which objective is most crucial and eliminate the other.
C. Examine both objectives in terms of total organizational direction and purpose.
D. Set aside the two questionable objectives and work on others.

___10. One issue in setting objectives and stating problems has to do with "level or order of concern."

Because of their nature:

A. Objectives are set at the highest level of concern, problems at the lowest.
B. Objectives are set only at high levels of concern but problems can be at any level.
C. Objectives and problems are both reflections of the highest level of concern.
D. Objectives and problems can both be at any level of concern.

True or False: Indicate whether you believe each statement to be True (T) or False (F). If some statement seems ambiguous and you feel your answer must be justified, explain the statement and your answer on the back.

___ 1. Management development is essentially self-development.

___ 2. It is the responsibility of the Department of Education to present data to Board of Education which will help them to make value judgments and set policies.

___ 3. Goals should be developed through laymen.

___ 4. The purpose of an organization is to get a group of people to work cohesively together toward a common goal.

___ 5. As long as a formal organizational structure exists, there is no possibility of an "informal" structure operating.

___ 6. If a manager allows his subordinates to have a greater say in decisions, he is granting them greater influence and retaining less influence for himself.

___ 7. The more specialists we have, the less relevant the organization chart may be.

___ 8. Authority can be delegated, but responsibility "upward" must be shared.

___ 9. The prescribed content of a job decreases, and the discretionary content increases with the length of time an individual holds a job.

___ 10. Effective problem solving and decision making is a sequential process moving from "felt pressure" to "follow up" with built-in safeguards to prevent recycling of any of the discreet steps involved.

Put a *"P"* by those statements which represent policy statements and an *"R"* by those which represent rules:

___ 1. No smoking in this room.

___ 2. Honesty is the best policy.

___ 3. All reports must be submitted in triplicate.

___ 4. No outside organization other than the P.T.A. shall be permitted to make announcements or post notices in the school building.

___ 5. No teacher may strike a child.

___ 6. No teacher, in anger, may strike a child.

___ 7. Early to bed, early to rise, makes a man healthy, wealthy and wise.

___ 8. All citizens are encouraged to attend all budget meetings of the board.

___ 9. Don't shoot until you see the whites of their eyes.

___ 10. Don't shoot until you've got a sure shot.